



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

Hollygrape St. and Powerline Road, Whiteriver, AZ 85941

Whiteriver Unified District

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing Plus  
2004-05 Performing  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### School Overview

Principal/Administrator : Ms. Patricia Castleberry  
Schedule : 07:00 AM to 04:30 PM  
Grades : K-6  
Web Address : [www.wusd.k12.az.us/cbetest/index/Index](http://www.wusd.k12.az.us/cbetest/index/Index)  
Phone Number : (928) 338-1026  
Fax Number : (928) 338-1417  
E-mail : [pcastleberry@wusd.k12.az.us](mailto:pcastleberry@wusd.k12.az.us)

### Mission

The mission of Cradleboard Elementary is to be a complete center of learning for the child. The goal of all school personnel is to provide a safe, comfortable and inviting environment where children want to come to learn.

### School / Academic Goals

- ü Increase comprehension/speed in reading/literature studies. Increase the number of students meeting or exceeding reading proficiency in 2nd-3rd grades as measured by the TerraNova and AIMS.
- ü Provide basic knowledge of Apache Culture and increase student exposure to Apache traditions.
- ü 70% or more students will reach mastery level in mathematics at their grade level by May 2006 as measured by the AIMS and TerraNova tests.
- ü 70% or more students will achieve mastery in writing using the Six Traits of Writing program as measured by AIMS and TerraNova tests.

### Enrollment

October 1, 2005 School Year Student Enrollment : 301  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 0

## Instructional Programs

- Ü Full-day Kindergarten
- Ü Save the Children After-School Literacy
- Ü Apache Culture/Language Instruction
- Ü Special Education Preschool
- Ü Structured English Immersion

## Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	6 hours 10 minutes
First Day of School :	8/8/2005
Last Day of School :	5/23/2006

## Shared Responsibilities

### School

Cradleboard Elementary has the responsibility to provide highly trained staff, a safe environment for children, the highest academic standards, individualized instruction, and appropriate homework. School personnel promise to communicate openly with parents.

### Parents

Cradleboard parents promise to encourage and support the learning process, provide a time/place in the home for homework, keep communication open with the school personnel, enforce the school rules, and that their children have regular and prompt attendance.

## Transportation Policy

Cradleboard Elementary transportation boundaries are currently set for the children living at the subdivision Over the Rainbow north to Hondah-McNary.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Finalist for Golden Bell Award	2001
Ü Awarded Arizona State Heritage Grant	2002
Ü Model School for Save the Children	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	30	147	80010	100	100	99	430	404	447	20	34	10	17	37	18	43	24	53	20	5	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	12	74	38935	100	100	99	437	404	447	17	27	9	8	46	19	58	24	55	17	3	17
Male	18	73	40974	100	100	98	426	404	448	22	41	11	22	29	18	33	23	52	22	7	19
African American	--	--	4201	--	--	99	--	--	430	--	--	17	--	--	23	--	--	51	--	--	9
Hispanic	NC	NC	34545	NC	NC	99	NC	NC	432	NC	NC	14	NC	NC	24	NC	NC	53	NC	NC	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	28	145	3979	100	100	96	428	403	424	21	34	17	18	38	30	43	23	47	18	4	6
White	NC	NC	35142	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	11	NC	NC	56	NC	NC	28
Students with Disabilities	NC	26	10161	NC	96	93	NC	381	419	NC	65	28	NC	15	28	NC	15	36	NC	4	8
Students without Disabilities	21	121	69849	100	100	100	444	408	451	5	27	7	24	42	17	48	26	56	24	5	19
Limited English Proficient Students	20	104	14013	100	100	97	413	395	413	30	39	24	20	40	34	45	19	39	5	1	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	18	123	39029	100	99	98	418	399	432	28	39	14	11	34	25	50	24	52	11	2	9
Non-Economically Disadvantaged	12	24	40981	100	100	100	449	426	462	8	8	6	25	54	13	33	21	54	33	17	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	30	147	79438	100	100	98	430	416	451	23	23	9	27	38	24	47	38	56	3	1	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	12	74	38775	100	100	99	449	424	457	17	19	7	17	31	22	58	49	58	8	1	13
Male	18	73	40560	100	100	97	417	407	446	28	27	12	33	45	25	39	27	54	NA	NA	9
African American	--	--	4178	--	--	98	--	--	439	--	--	13	--	--	29	--	--	52	--	--	6
Hispanic	NC	NC	34297	NC	NC	98	NC	NC	434	NC	NC	14	NC	NC	31	NC	NC	50	NC	NC	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	28	145	3940	100	100	95	428	415	429	25	23	14	25	38	36	46	38	47	4	1	3
White	NC	NC	34887	NC	NC	98	NC	NC	471	NC	NC	4	NC	NC	15	NC	NC	63	NC	NC	18
Students with Disabilities	NC	26	9588	NC	96	88	NC	375	416	NC	62	30	NC	31	32	NC	8	34	NC	NA	5
Students without Disabilities	21	121	69850	100	100	100	451	424	456	NA	15	7	38	40	23	57	45	59	5	1	12
Limited English Proficient Students	20	104	13856	100	100	96	405	404	407	35	30	27	40	44	43	25	26	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	18	123	38685	100	99	97	415	411	435	33	26	14	33	39	32	28	34	50	6	1	5
Non-Economically Disadvantaged	12	24	40753	100	100	99	453	439	467	8	8	5	17	33	16	75	58	62	NA	NA	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	30	144	79971	100	99	99	452	409	423	3	8	8	33	56	41	50	33	49	13	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	12	73	38974	100	100	99	479	415	437	NA	8	5	25	51	33	50	37	57	25	4	4
Male	18	71	40895	100	97	98	434	402	410	6	8	10	39	62	47	50	28	41	6	1	2
African American	--	--	4203	--	--	99	--	--	411	--	--	11	--	--	45	--	--	43	--	--	2
Hispanic	NC	NC	34481	NC	NC	99	NC	NC	410	NC	NC	10	NC	NC	46	NC	NC	43	NC	NC	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	28	142	3995	100	99	96	452	408	409	4	8	10	32	56	47	54	33	42	11	2	1
White	NC	NC	35150	NC	NC	99	NC	NC	437	NC	NC	5	NC	NC	35	NC	NC	56	NC	NC	5
Students with Disabilities	NC	25	10258	NC	93	94	NC	362	377	NC	24	23	NC	56	51	NC	20	25	NC	NA	1
Students without Disabilities	21	119	69713	100	100	100	470	418	429	NA	5	5	19	56	39	62	35	52	19	3	3
Limited English Proficient Students	20	102	13985	100	99	97	431	398	382	5	10	18	50	65	54	35	24	27	10	2	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	18	121	38994	100	98	98	432	401	409	6	10	10	44	59	47	50	31	41	NA	NA	1
Non-Economically Disadvantaged	12	23	40977	100	100	100	483	450	437	NA	NA	5	17	43	34	50	39	56	33	17	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	161	80147	100	100	99	467	432	482	11	36	11	18	32	17	61	29	49	11	3	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	12	70	39281	100	100	99	484	436	483	NA	36	9	17	30	17	58	30	50	25	4	24
Male	26	91	40780	100	100	98	459	429	482	15	36	12	19	33	17	62	29	48	4	2	24
African American	--	--	4249	--	--	99	--	--	464	--	--	17	--	--	22	--	--	48	--	--	13
Hispanic	--	--	33494	--	--	99	--	--	466	--	--	15	--	--	23	--	--	49	--	--	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	38	159	4117	100	100	96	467	432	456	11	36	19	18	31	27	61	30	46	11	3	8
White	--	NC	36122	--	NC	99	--	NC	501	--	NC	5	--	NC	10	--	NC	50	--	NC	35
Students with Disabilities	NC	29	10295	NC	100	92	NC	412	443	NC	55	33	NC	28	26	NC	17	33	NC	NA	8
Students without Disabilities	30	132	69852	100	100	100	473	436	488	7	32	7	17	33	16	63	32	51	13	4	26
Limited English Proficient Students	24	116	12722	100	100	97	450	420	441	17	46	27	29	35	33	54	19	37	NA	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	30	142	38371	100	100	97	462	430	465	13	38	15	23	32	23	57	27	49	7	2	13
Non-Economically Disadvantaged	NC	19	41776	NC	100	100	NC	454	498	NC	21	6	NC	26	11	NC	42	49	NC	11	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	161	79686	100	100	98	441	425	470	24	31	11	29	42	24	47	27	57	NA	NA	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	12	70	39163	100	100	99	454	433	475	8	23	9	33	47	22	58	30	60	NA	NA	10
Male	26	91	40438	100	100	97	435	419	465	31	37	13	27	37	25	42	25	54	NA	NA	7
African American	--	--	4228	--	--	98	--	--	458	--	--	15	--	--	28	--	--	53	--	--	4
Hispanic	--	--	33299	--	--	98	--	--	452	--	--	17	--	--	32	--	--	47	--	--	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	38	159	4087	100	100	96	441	425	446	24	31	16	29	42	38	47	27	44	NA	NA	2
White	--	NC	35914	--	NC	98	--	NC	489	--	NC	5	--	NC	15	--	NC	67	--	NC	14
Students with Disabilities	NC	29	9808	NC	100	87	NC	403	432	NC	59	35	NC	28	32	NC	14	30	NC	NA	3
Students without Disabilities	30	132	69878	100	100	100	447	430	475	17	25	8	30	45	23	53	30	61	NA	NA	9
Limited English Proficient Students	24	116	12594	100	100	96	428	416	422	38	41	34	33	44	45	29	16	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	30	142	38095	100	100	97	437	423	452	30	34	17	27	41	32	43	25	48	NA	NA	3
Non-Economically Disadvantaged	NC	19	41591	NC	100	99	NC	440	486	NC	11	6	NC	47	16	NC	42	65	NC	NA	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	161	80372	100	100	99	461	452	475	5	4	4	42	55	30	53	40	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	12	70	39452	100	100	99	487	470	488	NA	NA	3	NA	40	22	100	60	72	NA	NA	3
Male	26	91	40836	100	100	98	449	437	464	8	8	6	62	67	37	31	25	56	NA	NA	1
African American	--	--	4264	--	--	99	--	--	465	--	--	5	--	--	35	--	--	59	--	--	1
Hispanic	--	--	33608	--	--	99	--	--	462	--	--	6	--	--	36	--	--	57	--	--	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	38	159	4128	100	100	97	461	452	464	5	4	4	42	55	39	53	40	56	NA	NA	1
White	--	NC	36213	--	NC	99	--	NC	489	--	NC	2	--	NC	22	--	NC	72	--	NC	3
Students with Disabilities	NC	29	10526	NC	100	94	NC	423	427	NC	7	15	NC	72	53	NC	21	31	NC	NA	1
Students without Disabilities	30	132	69846	100	100	100	472	457	482	3	4	3	30	52	26	67	45	69	NA	NA	2
Limited English Proficient Students	24	116	12747	100	100	97	448	440	432	8	6	12	54	66	52	38	28	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	30	142	38521	100	100	98	456	449	461	7	5	6	43	58	38	50	37	55	NA	NA	1
Non-Economically Disadvantaged	NC	19	41851	NC	100	100	NC	473	489	NC	NA	3	NC	37	22	NC	63	72	NC	NA	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	30	149	79306	100	100	99	474	455	504	27	43	13	23	28	20	43	28	49	7	1	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	73	38845	100	100	99	504	461	505	NA	34	11	27	34	20	55	29	50	18	3	18
Male	19	76	40383	100	100	98	457	449	504	42	51	14	21	22	19	37	26	47	NA	NA	19
African American	--	--	4171	--	--	98	--	--	485	--	--	20	--	--	26	--	--	44	--	--	10
Hispanic	--	NC	32673	--	NC	99	--	NC	487	--	NC	18	--	NC	25	--	NC	46	--	NC	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	30	148	4034	100	100	97	474	455	479	27	43	22	23	28	29	43	28	43	7	1	7
White	--	--	36234	--	--	99	--	--	523	--	--	6	--	--	13	--	--	52	--	--	28
Students with Disabilities	NC	29	10286	NC	100	91	NC	431	462	NC	69	41	NC	17	27	NC	14	27	NC	NA	5
Students without Disabilities	23	120	69020	100	100	100	482	461	510	17	37	9	26	31	18	48	31	52	9	2	21
Limited English Proficient Students	12	82	10291	100	100	96	453	435	458	50	67	38	25	24	34	25	9	26	NA	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	24	131	37437	100	100	97	470	454	486	25	44	19	25	28	26	46	27	46	4	1	9
Non-Economically Disadvantaged	NC	18	41869	NC	100	100	NC	461	521	NC	39	7	NC	28	14	NC	28	51	NC	6	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	30	148	79000	100	100	98	462	453	489	27	23	10	30	45	24	40	31	58	3	1	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	72	38774	100	100	99	497	464	494	NA	13	7	27	49	22	64	38	61	9	1	10
Male	19	76	40150	100	100	98	442	443	485	42	33	12	32	42	25	26	25	55	NA	NA	8
African American	--	--	4153	--	--	98	--	--	476	--	--	13	--	--	30	--	--	53	--	--	4
Hispanic	--	NC	32508	--	NC	98	--	NC	472	--	NC	15	--	NC	33	--	NC	49	--	NC	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	30	147	4016	100	100	96	462	454	467	27	22	14	30	46	37	40	31	46	3	1	2
White	--	--	36135	--	--	98	--	--	508	--	--	4	--	--	14	--	--	67	--	--	15
Students with Disabilities	NC	28	9991	NC	97	88	NC	423	449	NC	61	33	NC	29	36	NC	11	29	NC	NA	2
Students without Disabilities	23	120	69009	100	100	100	469	460	495	17	14	6	35	49	22	43	36	62	4	1	10
Limited English Proficient Students	12	81	10199	100	99	95	437	435	439	58	37	35	25	54	47	17	9	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	24	130	37234	100	99	97	458	453	472	21	21	15	38	48	33	42	31	50	NA	NA	3
Non-Economically Disadvantaged	NC	18	41766	NC	100	99	NC	459	505	NC	39	5	NC	22	16	NC	33	65	NC	6	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	29	147	79611	97	99	99	474	455	496	10	13	7	41	53	37	48	34	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	72	39016	100	100	99	526	477	511	NA	8	4	18	44	29	82	47	66	NA	NA	1
Male	18	75	40519	95	99	98	442	434	482	17	17	10	56	61	44	28	21	46	NA	NA	0
African American	--	--	4188	--	--	98	--	--	486	--	--	9	--	--	40	--	--	50	--	--	0
Hispanic	--	NC	32855	--	NC	99	--	NC	481	--	NC	10	--	NC	43	--	NC	47	--	NC	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	29	146	3992	97	99	96	474	456	478	10	13	10	41	53	46	48	34	44	NA	NA	0
White	--	--	36380	--	--	99	--	--	511	--	--	4	--	--	30	--	--	65	--	--	1
Students with Disabilities	NC	27	10664	NC	93	94	NC	390	440	NC	33	23	NC	56	54	NC	11	22	NC	NA	1
Students without Disabilities	23	120	68947	100	100	100	490	470	504	4	8	4	43	53	34	52	39	61	NA	NA	1
Limited English Proficient Students	11	80	10362	92	98	97	438	436	438	18	15	22	45	63	57	36	23	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	24	130	37626	100	99	98	474	455	479	8	12	10	50	55	45	42	33	45	NA	NA	0
Non-Economically Disadvantaged	NC	17	41985	NC	100	100	NC	456	511	NC	18	4	NC	41	30	NC	41	65	NC	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	46	190	79327	100	98	98	490	479	518	26	41	19	33	26	20	37	31	46	4	3	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	92	38961	100	99	98	491	484	520	27	35	16	27	23	20	41	39	48	5	3	16
Male	24	98	40295	100	98	97	489	474	516	25	46	21	38	29	19	33	23	44	4	2	16
African American	--	--	4247	--	--	98	--	--	499	--	--	27	--	--	24	--	--	41	--	--	8
Hispanic	NC	NC	32327	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	25	NC	NC	41	NC	NC	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	45	189	4391	100	98	96	491	479	489	24	40	32	33	26	27	38	31	36	4	3	4
White	--	--	36373	--	--	98	--	--	538	--	--	10	--	--	14	--	--	52	--	--	25
Students with Disabilities	NC	38	9321	NC	95	87	NC	440	467	NC	79	54	NC	13	22	NC	8	21	NC	NA	3
Students without Disabilities	40	152	70006	100	99	100	500	488	524	18	31	14	38	29	19	40	37	49	5	3	18
Limited English Proficient Students	23	93	9431	100	98	95	461	452	466	39	65	53	52	29	27	9	6	18	NA	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	39	172	37097	100	98	97	486	477	498	28	41	27	36	27	25	33	30	41	3	2	7
Non-Economically Disadvantaged	NC	18	42230	NC	100	99	NC	496	535	NC	39	11	NC	11	15	NC	39	50	NC	11	24

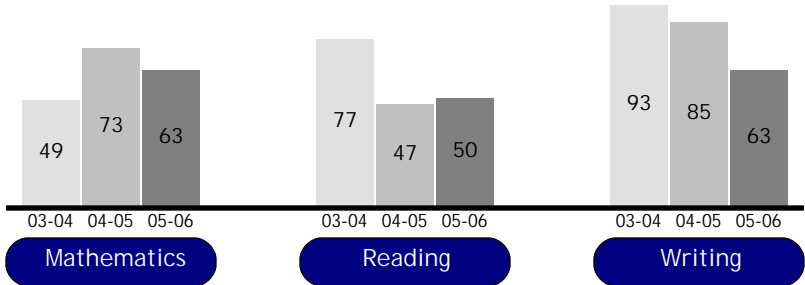
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	46	191	79501	100	99	98	482	467	497	11	17	10	39	47	25	48	36	60	2	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	93	39062	100	100	99	486	473	502	9	14	8	32	38	23	59	48	64	NA	NA	5
Male	24	98	40368	100	98	98	478	462	491	13	19	13	46	55	27	38	24	57	4	1	3
African American	--	--	4279	--	--	99	--	--	485	--	--	14	--	--	30	--	--	54	--	--	2
Hispanic	NC	NC	32389	NC	NC	98	NC	NC	478	NC	NC	16	NC	NC	34	NC	NC	48	NC	NC	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	45	190	4401	100	99	96	483	467	473	11	17	17	38	46	40	49	36	43	2	1	1
White	--	--	36446	--	--	99	--	--	516	--	--	4	--	--	15	--	--	73	--	--	7
Students with Disabilities	NC	38	9411	NC	95	88	NC	434	453	NC	47	36	NC	37	36	NC	16	26	NC	NA	1
Students without Disabilities	40	153	70090	100	100	100	490	475	502	3	9	7	43	49	24	53	41	65	3	1	5
Limited English Proficient Students	23	93	9401	100	98	94	457	445	443	17	29	40	61	61	46	22	10	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	39	173	37183	100	99	97	478	466	479	13	18	16	41	47	34	44	35	49	3	1	1
Non-Economically Disadvantaged	NC	18	42318	NC	100	99	NC	481	513	NC	6	5	NC	44	17	NC	50	70	NC	NA	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	45	190	80000	98	98	99	525	541	564	13	5	3	9	13	11	69	78	75	9	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	93	39288	100	100	99	552	562	579	5	1	2	9	8	6	73	86	77	14	5	16
Male	23	97	40644	96	97	98	500	520	549	22	8	4	9	19	15	65	71	74	4	2	7
African American	--	--	4307	--	--	99	--	--	551	--	--	4	--	--	13	--	--	75	--	--	7
Hispanic	NC	NC	32672	NC	NC	99	NC	NC	548	NC	NC	4	NC	NC	14	NC	NC	76	NC	NC	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	44	189	4424	98	98	97	523	541	549	14	5	3	9	13	14	68	78	77	9	4	5
White	--	--	36602	--	--	99	--	--	579	--	--	2	--	--	7	--	--	75	--	--	16
Students with Disabilities	NC	38	9919	NC	95	93	NC	501	505	NC	13	9	NC	29	35	NC	55	54	NC	3	2
Students without Disabilities	39	152	70081	98	99	100	542	550	571	8	3	2	5	9	7	79	84	79	8	4	12
Limited English Proficient Students	23	93	9571	100	98	96	502	520	502	17	6	10	13	20	29	70	73	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	38	172	37534	97	98	98	524	542	547	13	5	4	11	13	15	68	79	76	8	3	5
Non-Economically Disadvantaged	NC	18	42466	NC	100	100	NC	533	578	NC	6	2	NC	17	7	NC	72	75	NC	6	16

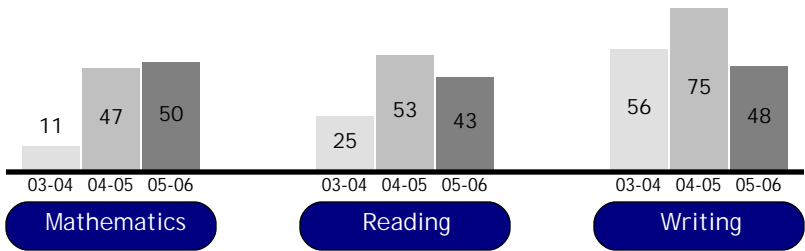
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

## ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.



## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	46	NA	58	100	45	31	47	100	24	22	46
	Language	98	31	24	50	100	48	33	47	100	25	25	48
	Mathematics	98	54	36	64	100	40	32	50	100	30	28	52
3	Reading	97	44	NA	55	100	33	23	44	100	32	22	46
	Language	100	54	42	61	100	31	23	44	100	39	22	46
	Mathematics	100	53	34	61	100	46	27	51	100	35	20	52
4	Reading	96	34	NA	56	100	30	29	48	100	34	24	52
	Language	98	33	30	52	100	29	26	49	100	27	20	52
	Mathematics	96	46	35	61	100	35	33	53	100	43	25	58
5	Reading	100	29	NA	55	100	40	35	50	97	34	28	56
	Language	100	30	28	49	100	38	31	50	97	30	24	54
	Mathematics	100	37	35	63	100	38	31	49	97	27	21	52
6	Reading	91	33	NA	56	98	35	33	51	98	48	37	56
	Language	93	28	23	48	98	29	30	47	98	44	27	50
	Mathematics	93	50	42	66	98	37	34	52	98	37	28	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Site Council

## Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

## Council Duties

- ü Safe & Orderly School & Time on Task
- ü Positive Home-School Relationships
- ü Frequent Monitoring & High Expectations
- ü Schoolwide Plan
- ü Parent Advisory Council
- ü Student Intervention Team

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	22.00
Other Professional Staff	2.00	Teacher Aide	10.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	5	1	0	0
7 to 9 years	5	1	0	0
10 or more years	3	4	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	21
Teachers with Emergency Certification.	9
Percent of teachers in the school with Emergency/Provisional Certification	40%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

## Special Facilities

- ü Computer Lab
- ü Media Center
- ü Gym

## Extracurricular Activities

- ü Student Council
- ü Indian Club
- ü Sports
- ü Save the Children Literacy Program
- ü After-School Tutoring

## Social Services

- ü Counseling Services
- ü Save the Children Sponsorship Program
- ü Adopt-a-Lake Partnership
- ü Student Intervention Team
- ü Annual Health Screening

## Indicators of Success Based on Historical Data from 2005-06

## School Achievements/Accomplishments 2005-06

- ü We provide daily academic assistance to those students that need extra help provided by two certified staff members.
- ü School-Wide focused tutoring preparing for AIMS and TerraNova Testing
- ü Save the Children after-school Literacy Program encourages students to build their reading fluency and improve their test scores

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	88	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

The school counselor conducts learning activities in all classrooms once each week in the areas of character, bullying, drug awareness, following rules, etc.  
 A CPI team is trained and active if needed.  
 A detention room has been set up to provide a safe area for students to be monitored when behavior becomes a problem.  
 Cradleboard staff revised and improved the school-wide discipline plan in 05/06.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

17

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Patricia Castleberry	(928) 338-1026
Transportation Policy	Bowman Beatty	(928) 338-1303
Community Resources	Vanta Dahkoshay	(928) 338-1026
School Nutrition Programs	Charlotte Debear	(928) 338-2311
Parent Organization	Vanta Dahkoshay	(928) 338-1026
Student Health/Nurse	Pam Schultz	(928) 338-1026

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

## DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

## Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

## Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

## Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

## Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

## Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.